# ABSTRAK

## HUBUNGAN MOTIVASI BELAJAR DAN PERSEPSI PESERTA DIDIK PADA MODEL PEMBELAJARAN TERHADAP PEMECAHAN MASALAH MATEMATIKA PESERTA DIDIK SEKOLAH DASAR

**Oleh**

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Masalah dalam penelitian ini adalah rendahnya kemampuan pemecahan masalah matematika peserta didik. Tujuan penelitian yaitu (1) menganalisis hubungan motivasi belajar dengan kemampuan pemecahan masalah matematika (2) menganalisis hubungan persepsi peserta didik pada model pembelajaran dengan kemampuan pemecahan masalah matematika (3) menganalisis hubungan motivasi belajar dan persepsi peserta didik terhadap model pembelajaran terhadap kemampuan pemecahan masalah matematika. Jenis penelitian ini adalah kuantitatif dengan metode *ex-post facto* korelasi. Populasi berjumlah 44 peserta didik dengan penentuan sampel dengan teknik sampel jenuh. Teknik pengumpulan data menggunakan soal essay dan kuisioner. Teknik analisis data menggunakan korelasi *product moment* dan *multiple correlation*. Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1)Terdapat hubungan yang positif dan signifikan antara motivasi belajar dengan kemampuan pemecahan masalah matematika peserta didik, ditunjukkan dengan koefisien korelasi sebesar 0,624 berada pada kriteria "Kuat"; (2) Terdapat hubungan yang positif dan signifikan antara persepsi peserta didik pada model pembelajaran terhadap kemampuan pemecahan masalah matematika peserta didik, ditunjukkan dengan koefisien korelasi sebesar 0,519 berada pada kriteria "Cukup kuat"; (3) Terdapat hubungan yang positif dan signifikan antara motivasi belajar dan persepsi peserta didik pada model pembelajaran terhadap kemampuan pemecahan masalah matematika peserta didik, ditunjukkan dengan koefisien korelasi sebesar 0,641 berada pada kriteria "Kuat".



**Kata Kunci:** kemampuan pemecahan masalah, motivasi belajar, persepsi model

## ABSTRACT

**THE RELATIONSHIP OF LEARNING MOTIVATION AND STUDENTS' PERCEPTIONS ON LEARNING MODELS ON MATHEMATICAL PROBLEM SOLVING STUDENTS ELEMENTARY SCHOOL**

**By**

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The problem of this research was the low ability of students to solve mathematical problems. The research objectives were (1) to analyze the relationship between learning motivation and mathematical problem solving abilities (2) to analyze the relationship between students' perceptions of learning models and their mathematical problem solving abilities (3) to analyze the relationship between learning motivation and students' perceptions of learning models on their mathematical problem solving abilities. This type of research was quantitative with an ex-post facto correlation method. The population was 44 students and the sample was determined using a saturated sampling technique. Data collection techniques used essay questions and questionnaires. Data analysis techniques used product moment correlation and multiple correlation. Based on the research results, it can be concluded that: (1) There was a positive and significant relationship between learning motivation and students' mathematical problem solving abilities, indicated by a correlation coefficient of 0.624 which is in the "Strong" criteria; (2) There was a positive and significant relationship between students' perceptions of the learning model and students' mathematical problem solving abilities, indicated by a correlation coefficient of 0.519 which is in the "Quite strong" criteria; (3) There was a positive and significant relationship between learning motivation and students' perceptions of the learning model on students' mathematical problem solving abilities, indicated by a correlation coefficient of 0.641 which is in the "Strong" criteria.



**Keywords**: problem solving ability, learning motivation, model perception